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ABSTRACT

The paper reviews the literature and discusses guidance services for gifted students with special application to education in the Republic of South Africa. Specific subjects considered include: guidance services for the gifted, structure of services, personnel involved in guidance services for the gifted, the school guidance program for the gifted, social and educational concerns, career and vocational concerns, gifted underachievers, counseling parents of the gifted, and the future. A chart lists major counseling/instructional functions performed at various grade levels including individual counseling, group counseling, seminars, and classes. Another chart contrasts the role of the counselor in a parent-centered to a school-centered approach and recommends a partnership approach which stresses shared responsibility between parents and counselors. Shortages of scientists and other professionals in South Africa are noted; a better gifted education program is proposed as the remedy. (DB)

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GUIDANCE FOR THE GIFTED

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GUIDANCE

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ABSTRACT

Although the general objectives of education for the gifted do not differ materially from those for all pupils, the author intends to point out that because of social and emotional problems, the gifted require the development of strong guidance programmes that assure the solution of their possible problems and better development of their talents.

In this paper the author will propose counselling and guidance techniques which teachers and counsellors can use to address these problems, build self-confidence, promote inter-personal skills, improve school performance (with the emphasis on the gifted underachiever), integrate career/vocational guidance into gifted education and give support to the families of the gifted.

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1. INTRODUCTION

Among the areas of educational services, viz. teaching, administration, curriculum, research, it is guidance, that has been the slowest to develop. Several problems have surfaced because of this important fact. In the first place, the guidance services are understaffed and underpriviledged in the status hierarchy. Guidance therefore has not been able to fulfill properly its function which is becoming increasingly important. Secondly, this discipline is still in the process of organization, still struggling with boundaries and still learning to treat symptoms rather than causes. Thirdly, and more to the point in this case is the dislocation which has resulted between guidance and education of the gifted child (Gowan et al. 1964 : 242).

Both theoretically and practically, education for the gifted is best viewed as a natural outcome of good personnel services which stress individualization of education (Telford et al. 1981 : 229). Yet because the guidance services have been the last major educational area to develop maturity and status, there is a tendency, even among adherents of education for the gifted, to view guidance as an afterthought. Indeed, guidance is often equated with vocational guidance, which usually means tertiary placement for the gifted.

Identification, one of the major aspects of school guidance, is therefore undertaken by those who do not fully understand some of its problems and often do not have the required guidance background. Placement, one of the five critical pupil-personnel functions is overlooked as the natural repo=

sitory of grouping and acceleration.

The furtherance of scholarship is neglected because many curriculum designers lack guidance skills. In no other area of this broad field do we need so much change of attitude as in this one.

Guidance services have to do with the mental and physical welfare of the child in all their aspects. Guidance workers (teachers), counsellors, school psychologists, medical doctors, nurses, and social welfare personnel form the corps of this service (Gowan, 1980 : 24 - 25).

Successive sections of this paper will deal with: structure of guidance services, school guidance programs for the gifted, gifted underachievers and counselling parents of the gifted.

The attentive reader will note the absence of the usual number of citations from research on this topic in the RSA. Because the field of study has been entered fairly recently and the subsequent lack of research projects there are very few publications to report. Comprehensive research on guidance for the gifted in the RSA has still to be done. A Human Sciences Research Council research article by J.S. van der Walt will be published in the near future.

Due to lack of time, a lengthy discussion on the importance of guidance for the gifted would be inappropriate. We therefore conclude with a quotation from Gowan (1964) on this issue:

"Guidance in the broadest and deepest sence of the term is essential for

adequate development of the academically talented student. Guidance processes have many dimensions, all of which need re-study in terms of the special needs of the talented . . . . . The academically talented student has many choices to make and he needs help to understand the alternatives, in esti= mating his own potentialities and in seeing the possible consequences of decisions. Indeed guidance must be comprehensive, continualy available and realistic in terms of desirable educational objectives (Gowan, 1964 : 247).

What we need in our own education system, is a program of differentiated guidance for the gifted (Zaffrann et al. 1977 : 306). It is time for the South African people and professional educators alike to come to some re= alistic appraisal of the importance, status and dignity of an adequate pro= gram both in the procedures of general education and in the specific pro= blems of the gifted.

2. GUIDANCE SERVICES FOR THE GIFTED

2.1 Structure of guidance services for the gifted

While guidance is a continuous process throughout the school career, there are some critical periods where the need for guidance becomes parti= cularly apparent. The choice of school (std. 5); choice of subjects (std. 7) and choice of career (std. 10) can be singled out as the highlights in any person's school career. The efforts of the guidance (counsellor) teacher to locate all the gifted children and to give proper guidance, is a most impor= tant task. What is not sufficiently appreciated at present is that guidance services are as valuable in the primary school as in high school and that no primary school should be without a fulltime counsellor (Marais, 1982 : 370). There is need of careful articulation between the guidance services of pri=

mary and secondary schools as regards the gifted. Guidance, hopefully, will have started in the primary school!

Kruger (1974 : 2-3) points out that any service needs the support of the school administration; the success of the service depends on cooperation of the school staff; the objectives and service must be defined clearly: the development must be adapted to the circumstances of the school, and the service must be in harmony with the total school programme.

In addition to the ordinary guidance services in secondary schools such as vocational counselling, academic counselling, aptitude or other tests, etc. we should establish guidance services specifically required by gifted-child-programmes such as:

1. Identification services for the differential diagnoses of various kinds of gifted pupils along with the availability of appropriate individual and group tests, adequate case study procedures, and full-scale follow-up studies for pupils (Fox et al. 1979 : 186; Rice, 1970 : 235).

Homogeneous classes for the purpose of fast paced instruction during or after school have been shown to be highly effective for the mathematically gifted (Fox et al. 1978 : 188). Pupils gifted in the mathematical sciences do extremely well in university courses such as algebra and trigonometry or computer science. University courses which are usually fast-paced, as compared to secondary school courses, often prove to be an excellent supplement to the high school program. Research has shown that this is a satisfactory approach for many gifted pupils. Fox (et al. 1978 : 189) indicated that at the end of 1976, 144 pre-university youths had taken a total of 312 university courses with an overall grade point of 3.57 on

a 4-point scale.

2. Conducting surveys and other studies from time to time to indicate the success or failure of given kinds of talented students in advanced programmes, and later in vocational and professional work.

3. Measuring the outcome of the curriculum by means of special testing services as well as designing of special tests and evaluation instruments; along with this responsibility would be the education of teachers to implement such concepts as validity, norms and standardization of devices.

4. Individual counselling as regards intellectual, philosophical, religious and other problem areas unique to the intellectually gifted student.

5. Group counselling opportunities to discuss such questions as self-actualization and maturity.

6. In-service education for teachers in such areas as learning theory, models of intellect, curriculum construction, or theories of personality, parental and community involvement in the overall development and exploitation of talent in the community.

7. Conducting seminars and classes for teachers in such topical areas as the psychology of adjustment, marriage and family living, vocational and professional choice, or guidance and education of the gifted.

8. Conducting basic and applied research for an understanding of special subgroups.

2.2 Personnel involved in guidance for the gifted and their roles.

The implementation of programmes for gifted pupils depends on the utilization of varied staff skills within a given school. Adequate programme planning and administration demands cooperation of the entire staff with supplemental resource personnel and agencies (Rice, 1970 : 270).

In general, four main kinds of personnel are required at local levels: school psychologists, school counsellors, resource specialists, and teachers of all types of subjects. Professional "isolationism" between school counsellors and teachers, may pose a formidable barrier to the success of programmes. It has become necessary to redefine the role of the teacher and the counsel= lor in the areas where their roles overlap. The artificial distinctions between counselling and teaching must diminish. Conference, classroom, and counselling interrelationships and interpersonal dynamics should merge. Initiatives must be taken by personnel of all levels and we must deliberately emphasize the merging of professional roles.

In order to understand how local school personnel might function in an opera= tional program, some of the unique tasks performed by various specialized personnel can be mentioned.

a. The school psychologist

* identifies all gifted pupils at the outset of the program;
* diagnoses and refers cases involving emotional or other problems;
* meets, on request, mixed groups of teachers and counsellors who are encountering special student problems which they are unable to resolve themselves;
* meets with seminar groups of students, teachers, or counsellors, at their request, to help to define or understand certain group dynamics or technical problems which puzzle the group and inhibit their group inter= action.

b. School counsellors

* identify children who are gifted or talented (Walker, 1982 : 363);
* promote, provide and appropriately disseminate to teachers the findings of individual and group counselling or/and sessions with pupils;

* administer all group and where qualified, individual, psychometric devices;
* prepare and interpret the individual group results of such testing to pupils, parents and teachers;
* actively participate in periodic classroom observation of all pupils involved in seminars and group counselling.
* are actively involved in the development of programmes and curricula
* act as chairman for weekly teacher conferences to discuss findings of student observations, special counselling sessions, and integrated seminar experiences.
* participate in parent-teacher-pupil conferences when invited.
* conduct systematic in-service training programmes for teachers with special emphasis on the application of group dynamics, techniques, standards for student ratings and grading elementary statistics, and understanding testing and measurement results. (Rice, 1970 : 270 - 272).

c. Resource specialists

Rice (1970 : 276) includes resource specialists in a team of personnel involved with guidance for the gifted. The idea is that they

* study the growing body of literature describing child development;
* prescribe new ways to present curriculum to pupils;
* contemplate, design, write-up and demonstrate specific blocks of curriculum content for classroom teachers by actual participation in the teaching act in the classroom, and
* assess and evaluate the validation or standardization offered by commercial firms for their packaged curriculum materials.

d. Teachers

Teachers, according to Rice (1970) should:

* participate in the dynamic redefinition of the teaching act;
* participate in group seminar activities across subject matter bounda-

ries for purposes of content articulation;

* keep daily records of apparent changes in student behaviour, attitudes, manifest skills, and knowledge;
* periodically reassess their entire approach to their subject by a thorough analysis of the feedback from the counselling programme as regards pupils' feelings; changes in pupils', such as psychometric or achievement testing results;
* serve on curriculum development committees, in-service training activities, etc.

Van Tassel-Baska (1983 : 145) states that the counselling of gifted children tends to be ignored in the education and guidance programmes because there is a lack of trained personnel who feel adequately prepared to deal with the counselling domain of gifted children. The author states that the teacher of the gifted is in the unique position to deal with this matter. When the teacher fulfills the role of counsellor, there are multiple advantages to the pupil:

1. The gifted receives counselling assistance in the context of the classroom, rather than being taken out of the classroom.
2. The gifted pupil can perceive his program holistically.
3. He can discuss common interests and problems in a small group of gifted peers with an adult who knows him.
4. The gifted child can receive reinforcement and encouragement on an ongoing basis rather than postponing it until a special appointment has been made.

3. School guidance program for the gifted

If cooperative guidance programs are to become a reality, it will be necessary for the traditional roles of both guidance teacher (counsellor)

and teachers to be changed. The guidance teacher will have to become more directly involved in the teaching-learning process. Counsellors will have to provide individual counselling and guidance services, encouraging obser= vations in classrooms, giving appropriate feedback to classroom teachers, as well as conducting seminars and special classes such as preparing for leadership, for teachers and pupils. The teacher will have to apply the research done on child development and show that he objectively understands children through clinical analysis of their behavior. (Rice, 1970 : 252).

By studying the counselling, seminar and classroom activities going on simultaneously at various grade levels, we can envisage ways in which articulation between counselling and instructional endeavours may take place. For example, as pupils begin to study the social sciences in depth at secondary school level, we have ample reason to offer special seminars in such topical areas as "ethics applied in science" or "political leader= ship and responsibility". Also, teachers and counsellors working in teams can establish special seminar programs which deliberately cut across sub= ject matter boundaries thereby exchanging, integrating and synthesizing concepts and generalizations.

Regular counselling services should be available to aid gifted children on the same basis that they are available to aid any child. Test interpre= tation sessions can be fused with guidance activities relating to decision-making using appropriate material. (See figure 1).

Special counselling for gifted students should be an essential part of their school program from nursery to secondary school (Van Tassel-Baska, 1983 : 145). Group counselling aspects of an overall guidance-instructional program should start at the primary level. Young children need to become sensitized to the necessity for communicating their ideas to others (Perrone et al. 1979 : 23).

FIGURE 1

MAJOR COUNSELLING-INSTRUCTIONAL FUNCTIONS PERFORMED AT VARIOUS GRADE LEVELS

Level	Primary				Elementary					Secondary					College		
Grade	K	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Counselling (individual as indicated)	Adjusting to special program (e.g., acceleration, special classes) →																
	Coping with physical disabilities →																
	Learning problems, study habits →																
	Emotional problems →																
						Social maladjustment →											
						Motivational inadequacy →											
						Moral inadequacy →											
Group Counselling (5-10 students)	Frequent small group activities →																
	Learning to live in groups →					Understanding group processes →				Self expression →							
	(Orientation to new institutions):					←(JHS)→				←(HS)→			←(College)→				
					Study habits →												
					Self-Understanding →												
						Creative thinking →											
						Philosophy of life →											
					Special counselling groups (e.g, Underachieving) →												
Seminars (10-12 students)					Student Government, Democratic processes →												
					Interrelating Subjects, common principles →												
					Great Ideas of Man					Ethics applied to science, social science							
					Values of Mankind					Political leadership and responsibility							
					Adjustment redifined					Aesthetics in our times							
					Theories of Learning					Religion and disbelief							
					(Seminars by subject)					Mathematical models and man							
										Literature and controversy							
Classes (general outline)	(Accelerated) (basic skills) Aesthetic acculturation				(Subject matter) (differentiation)					Great books Social sciences philosophy							Genuine research advanced subjects →
					Languages					Sciences							

(RICE, 1970 : 253)

Teachers and counsellors should anticipate the common learning problems gifted students encounter, and they should organize special counselling sessions accordingly. They must however always bear in mind that "nothing is more unequal than the equal treatment of children with unequal needs and talents" (Zaffrann et al. 1977 : 309).

If guidance is the individualizing of education, it follows that it needs to differentiate.

There are some special guidance problems which gifted students face, which need specialized attention from counsellors.

3.1 Social and educational concerns

Definitions of the gifted include the concept that "gifted is a removal from the norm" (Zaffrann et al,: 311). If so, it is not surprising that problems of isolation boredom, and nonconformity are associated with the gifted (Cutts et al. 1957 : 18; Gowan, 1964 : 224). The gifted is usually in a situation (class) that does not meet his or her social, emotional and intellectual needs (Zaffrann et al,: 311). Counsellors and teachers should discuss goals in terms of expected behavioural outcomes for gifted pupils. Here are some goals counsellors and teachers might agree upon as a basis for developmental group counselling and/or seminar sessions for students (Rice, 1970 : 257).

Since gifted students are in the minority, efforts can be made by counsellors and teachers to bring them together in groups. In groups they can benefit from the fact that they are not alone and they can share their feelings and perceptions with their peers. Such a group could offer counsellors and teachers a wealth of information and insights into the personal, social and educational perceptions of these students (Zaffrann et al. 1977 : 311).

Seminar programs can be constructed which expose the student to discussions of differential values for living. Groupwork might focus upon the various possibilities for typing men into value groups. Rice (1970 : 257) suggests that these discussions should stress the need for tolerance for the discrepant values of others. The analytical approaches to the study of man including the work of Freud, Jung and Maslow, are good examples. The author also indicates that there is a much greater need for the discussion of learning theories and practice of efficient study habits at secondary schoollevel. Gifted students need to have some insight into the nature of learning, its objectives, and an analysis of their own personal attitudes and feelings towards school.

The gifted student must develop an awareness of his assets and liabilities. Personal inventories, interpretation of psychological test results and the subjective understanding of one's feelings should be the subject of individual and group counselling sessions. Zaffrann (et al. 1977 : 313) and Bornman (1978 : 76) warns us against the "tested to death" syndrome. Many students are not good test takers for several reasons, not the least of which is a lack of interest or concern for what the test measures or what purpose it serves in a pupil's life. However, if gifted students can begin to perceive tests as "problems to be solved" and indicators of areas in which they excell," "perhaps test score information would more accurately reflect potential". (Van Tassel - Baska, 1983 : 148).

Gifted students are usually very skilled in writing and expressing their personal and social concerns in writing (Zaffrann et al. 1977 : 312)." magination is the key to counselling the gifted, talented and creative person". It is necessary now and in the future to have imaginary techni-

ques such as personal writing, playing with clay, imaginary and music in order to reach our future geniuses (Ostrom, 1981 : 227). As educators we are involved in an exact analogy in attempting to spur gifted students into verbal creativity, which other more average children are unable to reach (Gowan, 1980 : 27).

3.2 Career and vocational concerns

Gifted students often have special career guidance needs, due in part to their accelerated development and in part to the intensity of their feelings about self and society (Perrone et al. 1979 : 17). They thus face special problems in the arena of career decision making (Bornman et al. 1978 : 17). Like most young women, gifted girls must face the issue of choosing between career or a family or arranging for both simultaneously (Zaffrann, 1977 : 315). Counsellors need to focus on the unique needs and interests of gifted students regarding careers and vocations. Gifted boys and girls score higher than average ability boys and girls on investigative scales such as mathematics and science. The pattern of sex differences for both groups of students are similar, but gifted girls, unlike average girls, show strong interests on the "masculine" scales such as mathematics (Keating, 1976 : 242). The counsellor must realize and understand the gifted child's multipotentiality. It is often difficult to choose only one or two areas from among several available diverse career choises. Bornman (et al. 1978 : 73) and Zaffrann (et al. 1977 : 314) advocates that counsellors should spend more time with gifted students because of the number of realistic career choises available to them. It is the job of the school counsellor and guidance personnel to help gifted students explore potential careers to make the wisest career choises for themselves and their futures. As Torrance (1976 : 47) points out, new careers created by scientific progress are ideally suited to the

bright, creative child. Gifted students can be very creative when it comes to visualizing future careers. They are, as Bornman (et al. 1978 : 73) puts it, the very persons who, as adults, may contribute most to the rapidity of occupational change.

We would like to mention only one career model, the "Exemplary Career Educa= tion Model for Gifted and Talented Students", advocated by Bornmann et al. 1978 : 73 - 74). This model was developed by the centre for career deve= lopment at Texas A and M University 1976. The project was divided into three phases, and each phase lasted a quarter of the school year.

Phase 1: Guidance laboratory experience

Through self-investigation and evaluation procedures, students identified tentative career interest areas. All activities were conducted in counsel= ling facilities within the department of educational Psychology at Texas.

Phase 2: Mentorship laboratory experience

Students were placed in observer roles in career interest areas identified during phase 1. A shadowing experience under the direction of a university professor was offered every student for two hours daily. Students were allowed the opportunity to participate with university mentors in profes= sional activities such as research, writing, teaching and consulting.

Phase 3: Working internship experience

Based on information and experience during phase 1 and 2, the individual students were placed in on-site work experiences. The work sites were under the direction of persons engaged in the career fields the students had tentatively selected. For example, it is hoped that gifted persons will engage in divergent and creative thinking and planning. Divergence, how= ever, requires support and understanding from self and others (Perrone et al, 1979 : 23).

4. Gifted underachievers

The literature on the gifted argues that the majority of these persons have productive lives and demonstrate leadership in social and professional settings. Even in public schools, gifted children often assume leadership roles, are popular, and succeed academically. When an intellectually gifted child does experience academic problems, the situation can be extremely frustrating for persons attempting to intervene and help the child. The challenge of therapeutic intervention is to initially develop the necessary structure needed to support the child in aquiring a more appropriate behaviour pattern and then to modify the structure in order for the child to assume progressively more responsibility for his/her behaviour. The following guidelines for intervention presented by Fine & Pitts (1980 : 53 - 54) seem to be a reasonably effective program of intervention:

1. Since the pattern of underachievement often has its roots in the child's family relationship, it is necessary to encourage a close, working relationship between home and school.

2. The vehicle for family-school collaboration that is very useful is a series of meetings that include the parents, the teacher(s), the school psychologist and a person responsible for the gifted program. The bringing together of parents and teachers and child can help to clarify who said what, what common goals need to be established, and how all can work collaboratively.

3. While the child's involvement and participation in the meeting is invited, it is important that the parents and teachers establish a strong parental posture. This strong, "good parent" position is likely to be psychologically reassuring to the child.

4. The group meetings will parallel the family interactions or rituals and as such, we can expect existing family dynamics to reveal themselves. For

example, if the parents are in conflict over what to do with the child, this conflict should surface.

5. The issues, expectations and intervention plan need to be spelled out concretely. Often at such meetings people think they are communicating, only to later discover that each person in the group came away with different ideas.

6. Follow-up conferences involving the same people are vital in order to maintain the high confrontation-high accountability nature of the intervention. Each follow-up session is an opportunity to monitor the child's progress, evaluate and modify the program, increase the child's involvement in decision-making, and offer the child praise, encouragement, and reinforcement for his progress.

7. The intervention program is more likely to succeed if the person in charge understands the dynamics of underachievement, understands the importance of high confrontation-high accountability program and has the skills and capability to confront the other persons as their interest and attendance diminishes.

8. Sabotages need to be expected, confronted, and headed off if possible. For example, one parent may identify with the child as a victim of these "bad" people and reinforce the child's nonachieving behaviour. Teachers can also sabotage the intervention program if they do not accept the premise and procedures of intervention.

The high confrontation-high accountability program being advocated requires the continued and active involvement of parents and teachers; as progress is evident, the child is invited into a more active role on his/her own behalf.

Group counselling, with the potential of enabling counsellors to reach more underachieving gifted pupils, and perhaps of using adolescent peer-consciousness in a constructive way, has obvious appeal in dealing with this problem. Finney & Van Dalsem (1969 : 87) conducted a study to evaluate the effectiveness of group counselling with underachieving secondary school pupils. They found no differences nor improvement in grade-point averages, nor in the scores of the California Study Methods Survey. The counselled pupils were rated by their teachers as being less resistive and more cooperative in the classroom and they were absent from the class less. The results of the study demonstrate that group counselling can produce some desirable changes in gifted underachieving high school students.

In conclusion, we would like to examine the importance of counselling the parents of gifted students.

5. Counselling parents of the gifted

The purpose of this discussion is to present the model of Dettmann and Colangelo, (1980 : 158 - 161) of parent-school involvement in furthering the educational development of gifted students. The issue at stake is that parent-involvement in the education of their gifted child can be a significant positive force. The model outlined here serves not only as a framework for parents to actively engage in the education of their children, but also gives specific direction for counsellors in becoming actively involved in the education of gifted.

The parents of gifted children face the probable situation that their child will be in an educational environment not appropriate to his or her needs. A large number of these parents are subject to various misconceptions about giftedness and they may hold stereotyped views which can interfere with understanding their own gifted child. (Gowan, 1964 : 264). These parents are often faced with the decision of whether or not to allow their child to

participate in a special gifted program. What is especially difficult in making such a decision is that there is considerable disagreement over the kinds of special programmes which truly help gifted youngsters, and whether they might actually cause harm in terms of peer relations. In the face of this confusion, parents are asked to make decisions. We believe that parents are the primary force in the education of the child, (Walker, 1982 : 307) and they should have the opportunity to make decisions in planning for the education of their children (Dettmann & Colangelo, 1980 : 158; Sanborn, 1979 : 396).

One of the important functions of educators, particularly counsellors, is to work with parents. Since parents of gifted children have some needs peculiar to their children's high ability, counsellors must be knowledgeable about these specific needs. According to Colangelo & Dettmann the needs of parents of gifted pupils can be placed into four categories.

1. Firstly, parents are confused about their role in identifying the gifted child. Parents lack knowledge about identifying characteristics of the gifted child, as well as clear direction about their role in the process.
2. A second general issue reflects the deep concern and anxiety parents have as regards their gifted child's achievement and literature gives little direction for parents. The typical formula for parents includes expanding reading and extra curricular activities for the child but they do not provide substantial information for parents nor do they address the complexities and subtleties of the family interactions involving the gifted child.
3. A multitude of issues in the literature revolves around parental problems and concerns with family relationships and gifted children. Problems include marital relationship changes, lack of communication between parents about expectations and standards for the gifted child, and a host of fears about potential or perceived maladjustment of the child (Lester & Anderson

(1981 : 147).

4. Finally, the issue of parents' relationships with the school is frequently referred to in the literature. It is quite evident that parents want to participate and assist in the education of their gifted children, but they are confused as to their roles in this area and what to expect from schools.

From these key points it should be evident to counsellors that parents of gifted children are confronted by a variety of issues and they as counsellors are to provide assistance.

The Dettmann & Colangelo approach to counselling parents depicts their view of three basic counselling approaches. Each approach has advantages and disadvantages that need to be considered. (See figure 2)

* The Parent-Centered Approach relies almost exclusively on the motivation and resources of the parents. The advantages here are that parents are placed in a central position in the intellectual and effective development of their children. This approach provides for an extensive role for parents but is critically limited by the resources, knowledge, and active interests of parents. Many parents just can not provide for the various needs of gifted.

* The School Centered Approach has more potential in terms of providing ongoing programs. Schools can institute long-term programs which can provide for a larger number of gifted students. Also, schools can readily call upon trained experts (eg. psychologists, consultants) to help them with the incorporation of programs. In the school-centered approach, however, the needs of the gifted are subject to the priorities of the school, and some schools don't have the resources nor the commitment to provide adequate services. Counsellors and teachers for the most part

FIGURE 2

COUNSELLOR

Knowledge of specific needs of gifted
Knowledge of specific needs of parents of gifted

Parent-Centered Approach

ASSUMPTIONS

* Parents are responsible for intellectual & affective development of child
* Home environment is most important to development of gifted
* Parents should seek outside experts or provide for enrichment activities if they feel child needs them

ROLE OF COUNSELLOR

* Essentially provide information and advice as to what parents can do
* Encourage parents to actively seek suitable experiences for child

ROLE OF PARENTS

* Very active in providing for their child
* Role is as active as financial sources and parent interest will allow

School-Centered Approach

ASSUMPTIONS

* School is responsible for intellectual & affective development of child
* School environment is most important to development of gifted
* School should establish appropriate gifted programmes

ROLE OF COUNSELLOR

* Expert in providing for needs of gifted
* Help parents see that needs of gifted can be best met through experts and school programmes

ROLE OF PARENTS

* Passive participants
* Not seen as a teacher for their children
* Role of parents essentially confined to parent/school organizations, etc.

PARTNERSHIP APPROACH

ASSUMPTIONS

* Counsellors have expertise that can be beneficial to parents of gifted
* Parents of gifted have knowledge and expertise that the counsellor & school need to understand child
* Parents are partners with educators in meeting educational and affective needs of gifted
* Parents, with help of counsellors, can be actively involved in the learning process of their child

ROLES OF COUNSELLOR & PARENTS

* Team worker with parents
* Provide information to parents and elicit information about child
* Parents and counsellor make joint decisions on best direction to meet educational needs of gifted.

would make educational decisions unilaterally, thus keeping the role of parents at a minimum level.

After considering long-term benefits, the authors advocate that the partnership approach seems to be the most promising. It synthesizes the influences and resources of home and school, it requires active participation from both parents and counsellors. This approach seems to be more rewarding to parents and counsellors.

Both parents and counsellors would be combining their resources and at the same time maintaining joint decision-making responsibility in educational planning.

The uniqueness of this model presented is that it offers counsellors a means of developing a coherent program with parents. Counsellors then have a framework in which they define their role with parents of gifted.

6. The future

In the RSA we have fallen far short of the ideal of identifying our gifted children and providing them with an education adapted to their capacity. As a result we are faced with shortages of scientists and other professionally trained people. Although there is no immediate remedy we can expect that there will be a gradually increasing pressure on the training of the gifted, resulting from our better understanding of individual differences and the continuing needs of the gifted. "Today boys and girls crowd our schools, and the brightest among them will rescue our tomorrows if only we give them the instruction and the guidance they deserve" (Cutts et al. 1965 : 238).

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